ADABIYOTSHUNOSLIK

UDK: 37.1174 DOI: 10.56292/SJFSU/vol29_iss3/a117

TABIIY FANLAR YO‘NALISHI TALABALARINING INGLIZ TILINI O‘RGANISH EHTIYOJLARIGA BO‘LGAN MUNOSABATI TADQIQOTI

ИССЛЕДОВАНИЕ ВОСПРИЯТИЯ СТУДЕНТАМИ-ЕСТЕСТВЕННИКАМИ СВОИХ ПОТРЕБНОСТЕЙ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

EXPLORATION OF NATURAL SCIENCE STUDENTS’ PERCEPTION OF THEIR ENGLISH LANGAUGE LEARNING NEEDS

Yuldasheva Ma’mura Boqijonovna[1]

[1]Yuldasheva Ma’mura Boqijonovna – Namangan davlat universiteti, chet tillar kafedrasi katta o‘qituvchisi

Annotatsiya

Joriy tadqiqot universitetning tabiiy fanlar yo‘nalishi talabalari ingliz tiliga bo‘lgan ehtiyojni bo‘lgan munosabatlarini o‘rganib chiqadi. Tadqiqotda 2-kursning 31 talabasi ma'lumotlarni to‘plash uchun foydalanilgan yuzma-yuz suhbatda ishtirok etdi. ESP kursini baholashga kelsak, tadqiqotchi kurs yaxshi tashkil etilmagani uchun talabalar ingliz tilidagi ba'zi muhim ko‘nikmalarni o‘rgana olmaganliklarini va ularning ehtiyojlarini to‘liq qondirish uchun bir nechta o‘zgartirishlar kiritilishi kerakligi tavsiya etiladi.

Аннотация

Настоящее исследование посвящено тому, как студенты естественных наук в университете воспринимали потребности английского языка. В исследовании приняли участие 31 студент второго курса, принявший участие в личном интервью, которое использовалось для сбора данных. Что касается их оценки курса ESP, исследователь заявил, что, поскольку курс не был хорошо организован, студенты не могли освоить некоторые из основных навыков английского языка, и было рекомендовано внести некоторые изменения, чтобы полностью удовлетворить их потребности.

Abstract

The current study is devoted to how natural science students at university perceived the English language needs. The study involved 31 second-year students attending a face-to-face interview that was used to collect the data. Regarding their evaluation of the ESP course, the researcher claimed that because the course was not well-organized, the students could not learn some of the essential English abilities and it was recommended that several changes should be made to meet their needs fully.

Kalit so‘zlar: *ESP, tabiiy fanlar talabalari, ingliz tiliga bo‘lgan ehtiyoj.*
Ключевые слова: *ESP, студенты-естественники, языковые потребности.*
Key words: *ESP, natural science students, English language needs.*

INTRODUCTION

As English language has already become an international language or a global lingua franca (Cristal, 2003), the issue of meeting the specific English language needs of particular groups of learners attracted considerable attention among EFL/ESL researchers. The field which substantially addressed this issue is probably English for Specific Purposes (ESP) which appeared in the 1960s and is currently considered as a separate branch of ELT. Dudley-Evans and St John (1998) & Hutchinson and Waters (1987) note that the major aim of ESP is to meet the students ‘specific needs’ within a particular discipline.

MATERIALS AND METHODS

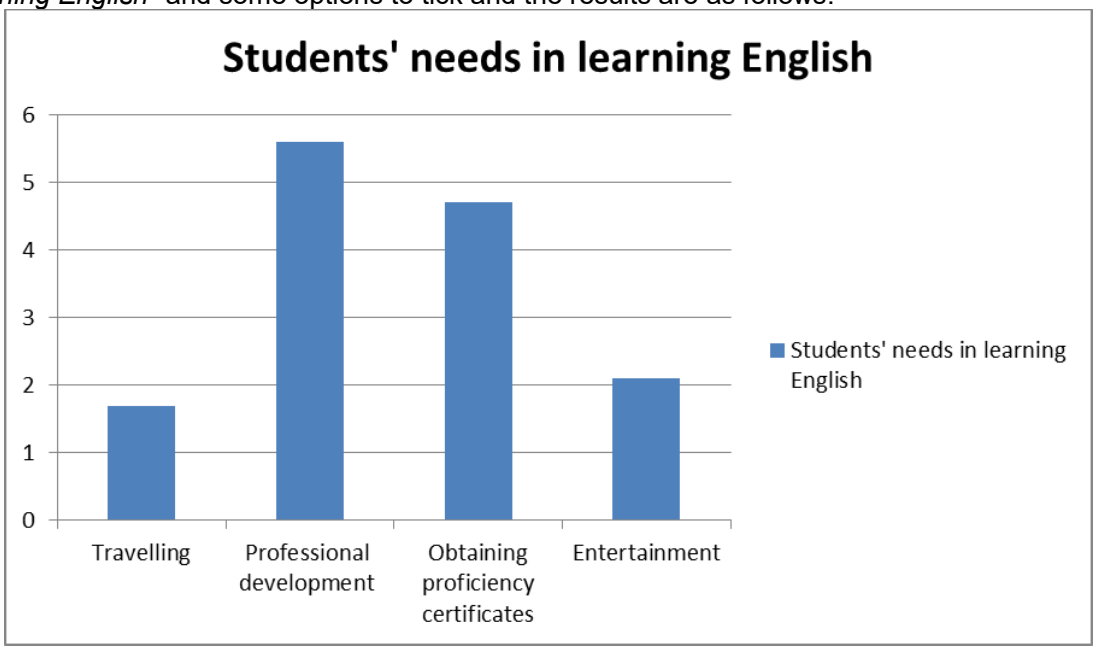
In the context of Namangan State University, English as a subject is compulsory at undergraduate level in all non-linguistic departments. The target group of learners are second-year students who study in Natural Science Department. In fact, these students study in two separate sub-groups since medium of instruction for both is different from each other. Uzbek is the medium of instruction for the first group, so it is often called “national group” while for the second one it is Russian and this group is viewed as “euro group” among the students and teachers. There are 16 and 15 students in the “national” and “euro” groups respectively and English is taught as a foreign language for nearly all of them. Their language proficiency in English is quite different ranging from A2 to B 1 levels as they did not have to take English exam when they entered the university. Most of them began learning English in grade 5 when they studied at school.

ADABIYOTSHUNOSLIK

It has been revealed from the findings of present situation of the target students that both subgroups were taught ESP lessons for a year. The course syllabus was made based on the curriculum provided by the Ministry of Higher Education. The primary goal of the course is to increase the Biology students' level from B1 into B2 level, which is set by State Education Standards for Higher Education (SES). Yet, most ESP instructors have to begin teaching English to Biology students from A1 or A2 level and develop general English of these students. The reason for this is that their language proficiency levels are often lower than expected (B1) since they do not take an English exam when they enter the university. Therefore, the ESP course in the first course can serve them as a General English learning course. As the lesson textbook, *Speakout* (elementary and pre-intermediate) was used. The presentations were based on mostly grammar themes and the teacher and students used to follow the text book *Speakout* during the lessons. It is clear that Grammar Translation Method (GTM) was dominant. In terms of assessment, Continuous and Formative assessment just served as a ticket for Final assessment, because the result of Final assessment was enough to course completion. The arguable thing was that this assessment was made up of 30 grammar and reading tests. The last term only one student failed the final exam. In both Russian and Uzbek groups, the same textbook and method were applied without considering social factor described above and the lessons were teacher-centred. The students in the Russian group were more active in speaking than the ones in Uzbek group; Apparently, this is because both Russian and English are similar according to the normal sentence structure. The learners in both subgroups had difficulty in pronouncing the words accurately. Moreover, there was less attention to accurate pronunciation than vocabulary and grammar.

DISCUSSION

According to Richards (2010), the term *needs* is a broad notion and may be interpreted as wishes, demands, requirements, lacks and motivations. From the linguistic perspective, needs are frequently viewed as the difference between what learners are presently able to do in a language and what they should be able to do in a certain period of time. For this reason, needs analysis can be an important process in developing any language educational program and is defined as collecting information about the needs of the learners. In the survey I added the question *"Why are you learning English"* and some options to tick and the results are as follows:



As you can see in the graph, majority of the students are learning English to develop professionally in their specialized field and obtain proficiency certificates such as IELTS and CEFR. This result suggests that the students should not only learn Academic English but also important terminology related to Biology should be taught to meet their needs. Furthermore, the present

graph could provide crucial information about the transitions of the students and language expectations. In this case the students can be divided into the following groups:

- The group of students who are more likely to move to foreign countries in order to continue their study. These countries are mainly in inner circle including the USA, England, Australia and Canada where English is first language. As the students' aim is to study there, there is high possibility that they will use Standard language.
- The group of students who will transit from the university to workforce here in Uzbekistan. They will be with the same society as before, yet they will be required to have language proficiency in most work places. There are some governmental laws and policies that reflect foreign language expectations for future workforce. For instance, according to State Education Standards for Higher Education (2021), the graduates of Non-linguistic Undergraduate Programmes are required to be able to work with foreign literature in their specialized fields and maintain research in their specialization. Furthermore, the legislation № 610 by the Cabinet of Ministers of the Republic of Uzbekistan (2017) and Presidential Decree № 5117 (2021) point out the importance of teaching foreign language acquisition in Higher Education and preparation of competitive specialists in all specialized fields. Based on these legislations, most employers recruit new specialists. On the other hand, majority of the target students have planned to develop professionally throughout their lives by attending conferences, writing research papers and taking training courses. This requires them to have proficiency in Academic English – academic genre and register in order to be part of research world because English is used as the lingua franca in academic activities all around the world.
- This group includes the students who are learning English in order to read books, watch movies in English and travel abroad. Their needs should be addressed through the lesson materials that reflect the culture, belief, shared norms, diverse ethnicity and typical features of the target society. Also, teachers should focus on teaching the target learners how the relationship between language and society affects the communication; as a result their sociolinguistic competence will be developed.

CONCLUSION

Thus, the students in both subgroups will use English in their future studies, professional development and their social lives after graduating from the university.

To draw a conclusion, the detailed research on English language needs of natural science students has showed some more important considerations in language teaching. Beyond this, it has been proved there is the need for deep understanding of advocacy for the target learners to help them build a bright future.

REFERENCES

1. Crystal, D. (2003). English as a global language. 2nd ed. Cambridge: Cambridge University Press.
2. Dudley-Evans, T., & St John, M. J. (1998). Developments in English for specific purposes: A multi-disciplinary approach. Cambridge: Cambridge University Press
3. Hutchinson, T., & Waters, A. (1987). English for specific purposes. Cambridge: Cambridge University
4. Richards, J. C. (2010). *Curriculum development in language teaching.* Cambridge. CUP.